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ABSTRACT

This paper presents findings of a study that examined the effect of participation in community education on citizens' attitudes during the school years 1985-85 through 1987-88. Community-education programs stress citizen involvement in democratic process, leading to self-actualization and community development. Bronfenbrenner's ecological research model (1976) was adapted to the study of community education. Data were collected through a survey of residents, school personnel, and service-agency personnel at two schools in Lethbridge School District, Alberta; interviews with community residents; and observation of community forums. One school was a community school, designed and staffed to follow the Alberta (Canada) Community School guildeines, and one was a mandated fine-arts elementary school. Findings indicate that the two samples held different attitudes toward their relationships with peer groups, the informal neighborhood social network, service agencies, and local political system. However, the two groups held similar perceptions of their roles and participation at the school and family level. Involvement at the community school was more divergent and participatory than at the elementary school, suggesting that residents tended to develop linkages with the community-school process in the ecological community farthest away from the actual school setting. The implementation of community-school processes seemed to have little impact on school personnel's views of their roles and participation at each of the four system levels (micro, meso, exo, and macro). Although differences in attitudes existed between the service-agency personnel at the two schools, the school personnel in each personnel at the two schools; the school personnel in each sample shared similar attitudes. Two figures and 11 tables are included. (Contains 13 references.) (LMI)

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IMPACT OF A COMMUNITY SCHOOL ON CITIZENS' ATTITUDES①

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IMPACT OF A COMMUNITY SCHOOL ON CITIZENS' ATTITUDES[1]

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Abstract: Documentation to verify that Community Education, through a democratic representation process, changes citizens' attitudes is lacking. This research project used an ecological research model to study the degree of change in the attitudes of citizens, over three years, within the boundaries of Nicholas Sheran Community School and Park Meadows Elementary School.

Summary: Quantitative and qualitative data indicates there is a significant difference between the attitudes of citizens about there relationships with peer groups, the informal neighborhood social network, service agencies and local political system, and no difference between the two groups about their roles and participation in the school setting and family interaction patterns.Analysis of the population subgroups indicates major difference between the attitudes of service agency personnel, some differences between the residents and no differences between school personnel.

INTRODUCTION

Community Education is a fluid and multi-dimensional concept that, over the years, has been defined from many points of view. All of them are diverse (Bass, 1973; *Beyond the Classroom Walls,* 1976; Hickey et al, 1969; Seay, 1974) and yet stress the common theme of process-orientation. This process allows for the democratic principles of representation and participation of community members to be set in motion in neighborhood educational units.

Many Community Education proponents claim that through citizens' involvement and interaction in the more democratic processes their lives are significantly changed for the better. Minzey & LeTarte (1972) call the changes that occur in citizens' lives community self-actualization. Citizens are capable of self- actualizing because they can initiate their own learning (Totten, 1972), are capable of positive change and desirous of improving their environment (Minzey & LeTarte, 1972). Therefore, as the concepts of Community Education are implemented, via a local Community School, claims are made that citizens' lives are impacted in a number of ways, some of which can lead to community self-actualization.

Eventually the question must be asked whether or not Community Education produces these hypothesized outcomes. Is it not possible that an organizational structure has been implemented that increasingly feeds its own needs and less its original purposes? This question is vital to Community Educators as they continue to mount dynamic Community Education structures.

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THEORETICAL BACKGROUND

Community Education Process. Because of its broad conceptual base a wide variety of Community Education goals have evolved. Many of these are program-oriented and when a new community education program is first implemented these often emerge first. However, it is the long-range process goals that provide a structure that can permanently impact citizens attitudes and behaviors leading to positive change and, hopefully, community development or self-actualization.

Community Education is fundamentally process-oriented and thus is easier to describe than define. Although each Community Education unit is unique and individual to its environment, some of the broad principles of the Community Education process shared by all can be:

* People learn from the total community (Totten, 1972). Most learning does not occur in a traditional, self-contained classrooms, but rather as individuals interact with each other at the home, school and neighborhood environment. In this more comprehensive learning environment individuals generally assume responsibility for what they learn and why it's important to them. They decide how to accomplish the learning task through study, exploration, group activity, and inquiry. They can chose from whom to learn when they are ready and where - in a school, at home or a place in the community. Citizens can thus develop attitudes and values based on their own active learning.

* Communities are capable of positive change (Minzey & LeTarte, 1972). Communities do not need to be static entities tied to past roots and traditions. If it is expected and encouraged they can integrate the realities of continual change. By mobilizing community leadership and power, solutions to social issues are generated that reflect the changing environments.

* Community members are desirous of improving their communities and are willing to contribute their energies toward such ends (Minzey & LeTarte, 1972). Community development, also referred to as community self-actualization, is accomplished when community members are involved in identifying environmental issues and working within a process in which they propose solutions and plans of action. Involvement of citizens is the key that unlocks the potential for communities to reach toward community self-actualization.

Process-oriented Community Education expects that citizens are willing to participate in decision-making that promotes the change and self-actualization of their community. In addition, citizens generate and assume responsibility for most of their own learning in the total community environment that leads to the development of attitudes and values.

Representative Community Education. As communities have grown the involvement and interaction of citizens has decreased. Where

communities are defined by large metropolitan functions and boundaries it is not unusual to find citizens at the grass roots level withdrawing from civic responsibilities and adopting the attitude they "can't fight city hall."

The Community Education process structures the decentralization of many civic functions and responsibilities to a small enough environment to encourage citizen participation. The local school neighborhood is often viewed as the desirable size to implement citizen interaction.

As the size of the participatory environment decreases the degree to which citizens can be involved in a more democratic process increases. Representation to local activities, councils and committees becomes more indicative of the actual neighborhood and its citizens. Thus organizational structure more accurately reflects the environment and its sociological components.

Decentralized democratic representation also facilitates two-way communication systems. Not only should concepts, ideas, messages flow out from representative units toward the community, but also citizens' attitudes and feelings should be communicated back. In this circular motion of communication the Community Education process impacts citizens' attitudes and concepts and in turn influences representative decision-making groups servicing the community.

As community power is vested in more representative, local groups a sense of "community control" evolves. As long as citizens exercise this control they provide a forum for local decision-making and communication to larger units of representation. The strengths of larger units is dependent upon the strengths of local representative units

In addition, the more local representative decision-making process allows for problem-solving strategies to be implemented at the local level. Citizens can identify issues and needs, develop and implement solutions for planned change and evaluate the degree of success or failure. Minzey (1972) believes "... it not only brings about solutions to problems but develops interest and pride in the community and community feeling which can only come from sharing significant experiences with one's neighbors (p.153)."

The Community Education process includes the decentralization of communication systems, problem-solving and decision-making processes. In addition it more accurately reflects the sociological components of a local neighborhood. The Community Education process encompasses a philosophical foundation and organizational structure that contributes to citizens' improving and utilizing skills and talents, changing values and attitudes and enriching their knowledge base. This is the real promise of Community Education. It is hoped that such an effort effects a permanent change in citizens' lives and attitudes.

Community Education and Community Schools. Research about Community Schools has traditionally been an extremely low priority of community educators. Van Voorhees (1972) suggests this low emphasis may be due to the fact that community educators are generally action-oriented professionals who have minimal formal research and evaluation training. Two additional reasons are suggested by Burbach and Decker (1977). First, the majority of Community Schools have been in small and

medium-sized communities where programs and outcomes have been easily managed and thus not demanding the need for a systems approach to evaluation and research. Second, the funding agencies for Community School programs have not required verification of the effectiveness of programming beyond financial and basic demographic statistics.

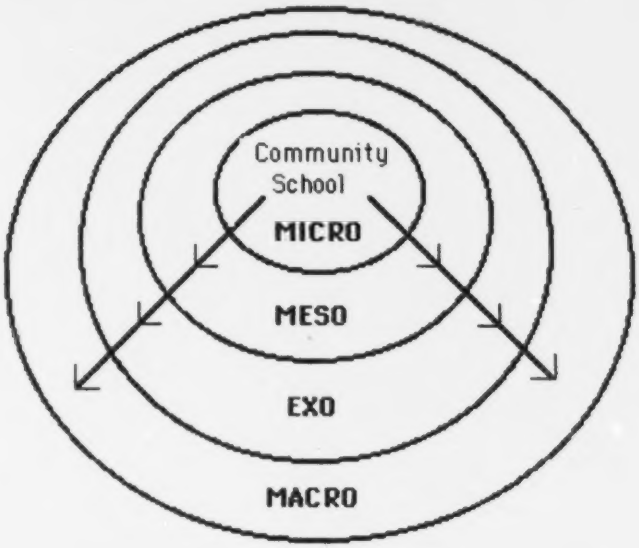
As the number of Community Schools increases and as they use more financial and human resources many policy makers and educators are asking for a higher level of accountability. This accountability can include formal evaluation and research processes. This demand leads to an interesting set of research questions for educators. Since Community School processes do not conform easily to traditional scientific research models, the researcher is confronted with the problem of developing a model that fits the structure of Community School processes. In addition researchers must define a model that is scientifically exacting in order to be perceived as valid and elegant.

Defining Community-Based Research. Educators in the field of Community Education have begun to define the systematic inquiry of empirical information about communities as community-based research (Burbach & Decker, 1977). It is suggested that Community-based research contains the traditional elements of applied and action-oriented research plus contextual referents. Within the contextual boundaries empirical data can have immediate application to community situations that require change based on policy decision making processes. Community-based research can be "... the systematic study of the community for the purpose of solving its problems and improving its products or processes (p. 109)."

Bronfenbrenner (1976) states that laboratory research must be recognized for its delimiting and distorting nature as it tries to replicate real-life situations. He suggests that the outcomes of programs and processes are systems-oriented and dependent upon a complex interaction of units within the total system. A negative or positive development - i.e. change - in one of the units has effect upon other units. There is an interdependent ripple effect that needs to be accounted for in community-based research.

Defining an Ecological Research Model. Adapting Bronfenbrenner's (1976) model to Community Education, it (1) identifies the relationships between the Community School programs and processes and the ecological environment in which they occur, and (2) defines the relations and interconnections that exist between these variables. Bronfenbrenner defines this research model as an ecological experiment which is the "...systematic contrast between two or more environmental systems...with a careful attempt to control for possibly confounding influences...(p.5)." The environment is conceptualized spatially as a set of circles nested within each other and each successive circle contains the previous one.

Diagram 1
Representation of Ecological Research Model



Brim (1975) identified terminology for the environments Bronfenbrenner (1979) described. The first is called the micro system, and it is the immediate environmental setting containing the Community School and it includes such variables as place, periods of time, activities and roles. The second circle is called the meso system and defines the environmental setting that contains the interrelations among the major systems that interact with the Community School, such as family and peer-group interaction patterns. The third circle is the exo system; it is an extension of the meso system and consists of formal and informal concrete social structures that impinge upon or encompass the other settings - informal social networks, service-oriented agencies and organizations. The fourth circle, called the macro system, is the environmental setting for the global institutions of the culture, or sub-culture, of which the micro, meso, and exo systems are the concrete manifestations, such as the political, educational, economical, social and legal systems.

PURPOSE

The purpose of this research study was to verify, using an ecological research model, that the Community Education process, via a Community School, impacted citizens' lives and consequently changed their attitudes.

For this study the following definitions were employed:

Community Education - "...a philosophical concept which serves the entire community by providing for all of the educational needs of all of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward

the end of self-actualization (Minzey & LeTarte, 1972, p. 19)."

Community School - "...is consciously oriented to the community it serves. With the sanction of the School Board in cooperation with other local authorities and community members, there is formal commitment to use the educational process for both individual and community betterment (*Beyond the Classroom Walls: Community Schools in Alberta*, 1976, p. 1).

Citizens - Local elementary school community members residing and employed in or providing resources in the neighborhood.

Attitudes - A theoretical construct that has an affective component based upon cognitive processes and is an antecedent of behavior. (Shaw and Wright, 1967.)

Impact - The degree of permanent change of citizens' attitudes over a period of time.

METHODOLOGY

Research Design. Bronfenbrenner's (1979) ecological research model, plus Brim's (1975) terminology, was used as the framework for assessing the impact of a Community School on citizens' attitudes. The areas of investigation were:

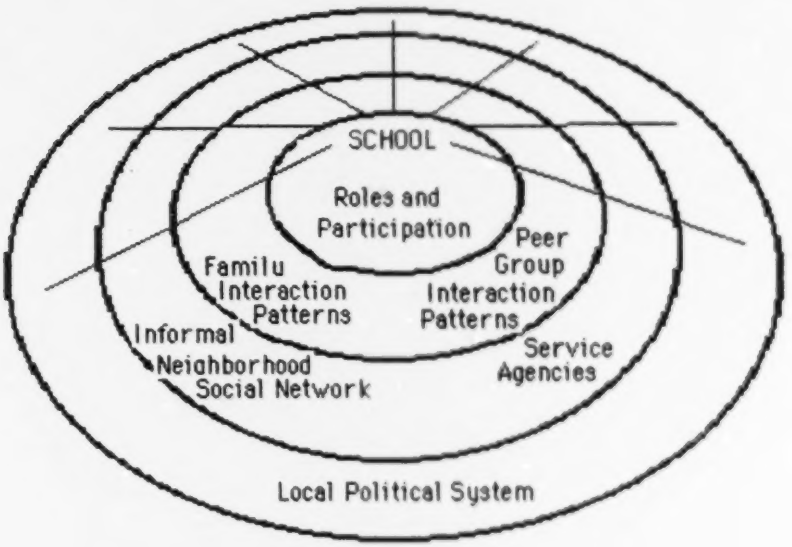
* the micro system, defined as the immediate setting of a school; citizens' attitudes were assessed on the relationship between their school participation and roles and the school process;

* the meso system, defined as the interrelations between the major neighborhood systems and the school; citizens' attitudes were assessed on the relationship between their family and peer-group interaction patterns and the school process;

* the exo system, defined as an extension of the meso system and containing broader formal and informal neighborhood systems; citizens' attitudes were assessed on their relationships with service agencies involved with the school process and the informal neighborhood social network and the school process.

* the macro system, defined as encompassing the interrelationships of global institutions of the culture; citizens' attitudes were assessed on their relationship with the local political network and the school process.

Diagram 2
Graphic Interpretation of Hypotheses



The Setting. In 1982 two new schools were opened in the Lethbridge School District #51 - Nicholas Sheran Community School and Park Meadows Elementary School. Both have very similar designs and are situated in neighborhoods of similar social and economic position. Nicholas Sheran Community School was designed and staffed to follow the Alberta Community School guidelines and thus encourages community involvement in the Community Education process. The staff includes administrators, support people, teachers, a Community School Coordinator and a part-time Community-Based Curriculum specialist. In addition, a Community School Local Advisory Council functions as part of the Community Education process. Park Meadows Elementary School is mandated to be a fine-arts elementary school and encourages parent involvement through the curriculum program. In 1986 a Parent Advisory Council was initiated in order to extend parent involvement.

Research Advisory Committee. During the research project the principal investigators have consulted and been advised by the principal of Nicholas Sheran Community School and Park Meadows Elementary School; two Nicholas Sheran Community School Coordinators and a Park Meadows Education Intern. They comprised the Research Advisory Committee which met to discuss various implementation strategies of the research project.

Research Sample. The citizen population for the research project included a random sample of residents in the Nicholas Sheran Community School and Park Meadows Elementary School boundaries. A computerized random sample was administered on the residents' addresses in each school boundary in order to select 30% of the total population for study.

Also included were all administrators, support staff and teachers employed at the schools, and selected personnel of community agencies and/or organizations that coordinate services in the neighborhoods through each school. The total populations of school and service agency personnel were surveyed.

Table 1
Research Samples

Populations	Nicholas Sheran			Park Meadows		
	85/86	86/87	87/88	85/86	86/87	87/88
Residents	353	373	400	458	351	400
School Personnel	45	45	45	45	45	45
Agency Personnel	25	0	30	37	0	30
Total Citizens	423	418	475	540	396	475

Instrumentation and Administration Procedures: Questionnaires, Case Studies and Community Forums. A questionnaire which required responses to questions identified as representing the micro, meso, exo or macro environmental settings, was delivered to the randomly selected residents in each school boundary in November, 1985, October, 1986 and October, 1987. It was first attached to a letter of explanation; then delivered and picked up by sixth and/or fifth grade students from each school.

Table 2
Citizens' Questionnaire Return Rate

Schools	1985/86	1986/87	1987-88
Park Meadows	62%	68%	54%
Nicholas Sheran	24%	49%	40%

The school personnel questionnaire was delivered directly to each school and administered by the principal. The questionnaire for service agency personnel was delivered directly to one identified service agency person by the Nicholas Sheran Community School Coordinator or Park Meadows Education Intern. The return rate was 100% for both questionnaires for each schools.

Item reliability was extremely high for all questionnaires combined: 1985/86 = .98; 1986/87 = .98; 1987/88 - .98.

Starting with the second year, data collection also included case studies.for the purpose of stimulating ideas, defining regularities, or reaching consensus about what is happening. Through personal discussion, mutual inter-action and observation the "total sense" of the situation was captured (Butler and Howell,1980).

Every fifteenth name from the residents address list was selected to be personally interviewed. Two volunteer community members from each

school were selected and trained as interviewers by the principal investigators. The training consisted of two half-days of learning and practicing interviewing techniques and one half-day follow-up meeting for analysis and feedback. Each volunteer interviewed ten residents.

The second informal assessment technique to be used was the "town hall meeting" or community forum. Butler and Howell (1980) suggest that community forums provide opportunities for 1)people of diverse backgrounds to share ideas and experiences, 2)a quick intense picture of the community to be presented, 3)visibility for community issues, and 4) a structure for local citizens to be heard.

A research assistant, familiar with the schools since having served as a substitute teacher at both locations, was hired and trained to assist the investigators in conducting forums at each school. A letter inviting community members to the forum was mailed to 42 randomly selected residents of the Park Meadows Elementary School boundary and 45 randomly selected residents of the Nicholas Sheran Community School boundary. A follow up phone call to all community members who did not respond to the letter was made a week before each forum.

Table 3
Administration of Instruments

	1985/86	1986/87	1987/88
Questionnaire	X	X	X
Case Studies		X	X
Community Forum			X

1985-88 COMBINED RESEARCH FINDINGS[2]

Citizens' Demographics.[3] Most of the people who responded to the survey were female and young adults answered and returned the survey more often than other age groups, although a wide age range was represented. Most had completed a high school, a technical, trade or business school, or a university or college degree. Although the income section had the largest no response percentage of any of the demographic categories the data still reflected that most of the respondents belonged to a high middle-income group. An overwhelming majority of the people surveyed were married.and, as expected, lived within the local school boundaries. A chi-square analysis of the actual frequencies with the expected frequencies indicated no significant differences between Nicholas Sheran and Park Meadows questionnaire respondents for all categories.

Citizens' Attitudes. An analysis of variance indicated no statistical difference between Nicholas Sheran and Park Meadows citizens' attitudes about their participation, role and family

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2Refer to the article "The Ecology of a Community School" in the 1991, Vol 5, No. 1, issue of the *Community Education Research Digest* for a discussion of the ecological research model findings.

3Refer to the article above for detailed listing of citizens' demographic data.

interaction pattern and the school process. There was a significant statistical difference between Nicholas Sheran and Park Meadows citizens' attitudes about their peer group interaction pattern, involvement with service agencies, participation in an informal social network, the local political network and the school process.

Table 4
1985-88 Citizens' Attitudes

Ecological Environments	F	Prob
Micro system		
Participation	.77	.38
Role	.42	.52
Meso system		
Family Interaction	.14	.71
Peer Group Interaction	3.94	**.05**
Exo system		
Service Agencies	7.50	**.01**
Informal Social Network	4.57	**.03**
Macro system		
Local Political Network	4.93	**.03**

When the citizens' category was separated into the three groups there were significant differences between the service agency personnel from both schools on all the research variables except "role", and for this variable there was a high probability of differences. The residents showed significant differences only on the research variables ecologically distant from the school process - interactions with service agencies and the local political network. There were no significant differences on all the research variables for the school personnel from both schools.

Table 5
1985-88 Residents', School and Service Agency Personnel Attitudes

Ecological Environments	Residents		School Personnel		Service Agency Personnel	
	F	Prob	F	Prob	F	Prob
Micro system						
Participation	.58	.81	.06	.80	6.42	**.02**
Role	.02	.89	.35	.56	.96	.17
Meso system						
Family Interaction	.20	.65	.89	.35	3.17	**.09**
Peer Group Interaction	1.31	.25	2.44	.12	3.43	**.08**
Exo system						
Service Agencies	5.07	**.03**	.36	.55	4.04	**.05**
Informal Social Network	2.02	.16	.68	.41	6.74	**.02**
Macro system						
Local Political Network	3.13	**.08**	.23	.63	3.79	**.06**

When the research variables were collapsed to form the environmental systems there were significant differences between the attitudes of citizens' from each school in the meso, exo and macro systems. When the citizens category is divided into groups there was a

significant difference between service agency personnel in all environmental systems; a significant difference between residents in the exo and macro environmental systems and no significant difference between school personnel in all the environmental systems.

Table 6
1985-88 Citizens' Attitudes on Collapsed Variables

Ecological Environments	All Citizens		Residents		School Personnel		Service Agency Personnel	
	F	Prob	F	Prob	F	Prob	F	Prob
Micro	.66	.42	.01	.91	.41	.52	5.90	**.02**
Meso	1.29	**.01**	.04	.84	2.01	.16	4.27	**.05**
Exo	7.28	**.01**	3.60	**.06**	.73	.40	9.82	**.00**
Macro	4.93	**.03**	2.80	**.10**	.49	.48	3.16	**.09**

Case Study Demographics. Following is a statistical analysis of the case study interviewees demographic data of Nicholas Sheran Community School and Park Meadows Elementary School. A chi-square analysis of the actual frequencies with the expected frequencies indicated no significant differences between Nicholas Sheran and Park Meadows case study interviewees for all categories.

Table 7
1986-88 Case Study Demographics

	Park Meadows N=41	Nicholas Sheran N=42		Park Meadows N=41	Nicholas Sheran N=42
GENDER	%	%	INCOME	%	%
Female	82.90	71.40	up to 19,000	19.50	28.50
Male	14.60	28.60	20,000-29,999	22.00	16.70
AGE			30,000-49,999	19.50	28.60
17-29	14.60	21.40	50,000+	17.10	16.70
30-39	39.00	47.60	No response	22.00	9.50
40-49	26.80	16.70	MARITAL STATUS		
50-59	7.30	0.00	Married	75.60	61.90
60+	9.80	14.30	Single	19.50	38.10
No response	2.40	0.00	No response	4.90	0.00
EDUCATION			SCHOOL RESIDENT		
Elementary	7.30	0.00	Yes	87.80	95.20
High School	43.90	38.10	No	7.30	4.80
Trade	19.50	21.40	No response	4.90	0.00
University	26.80	35.70			
Graduate	0.00	4.80			
No response	2.40	0.00			

Mostly women and middle-aged adults who had completed a high school or university/college degree were interviewed. Although the income section had the largest no response percentage of the demographic categories, the data reflected that the adults interviewed belonged to the low-middle, middle and high-middle income groups. The majority were married and lived within the school boundaries.

Case Study Interviews. Nicholas Sheran (NS) interviewees gave more responses than the Park Meadows (PM) interviewees to five of the

seven interview questions that were based on the citizens' questionnaire.

Table 8
1986-88 Case Study Number of Responses

	PM N=41	NS N=42
Micro system		
Participation	19	26
Role	18	28
Meso system		
Family Interaction	16	28
Peer Group Interaction	7	14
Exo system		
Service Agency	14	13
Informal Social Network	19	16
Macro system		
Local Political Network	12	7

In addition, Nicholas Sheran case study interviewees gave more diverse verbal responses to six of the seven interview questions than Park Meadows case study interviewees.

Table 9
Type of Interviewee Responses 1986-88

	Park Meadows Elementary School	Nicholas Sheran Community School
Micro system		
Participation	kindergarten meetings, bake sales, supplied baking, in classroom, teas, basketball, committees for school, sports day,concerts, with teachers, parent advisory, parent-teacher conferences, parent meetings, camps, assemblies, school calendar,	Secretary-Treasurer for ECS LAC, field trips, classrooms, Christmas concerts, ballet, fund raising, Spirit Days, supervised lunch, swimming & skating volunteer, Craft Sale, volleyball. Community Association, Fishing Derby, Community Day, caroling, Christmas concerts, Halloween Family Dance, tobogganing, drawing program, exercise program, babysitting course, voting, hobby sale, Continuing Education, parent-teacher interviews, children's after-school program, concerts, ceramics, movies,program, track meets, aerobic instructor, well-baby clinic, concerts, information night, room representative, ECS chairperson, Penny Carnival,Parent Representative Committee, Advisory Committee, interest classes, church, church organized sports, Beavers, fluoride treatment

Role	helper, contribute supplies, decision maker, supporter, parent, advisor, teacher.	volunteer, former parent, parent, participant, helper, observer, advocate, occasional user, active, interested, supportive, grandparent, guest, part of system.
<u>Meso system</u>		
Family Interaction	concerts, parties, ECS meetings, interviews, festivals, teas, bake sales, camps, basketball, field trips.	Brownies, art classes, dancing, to hear different speakers, Quest Theatre presentation, Penny Carnival, Halloween dances, Community Day, West United Church, Explorers Group, Flea Markets, field trips, volleyball, further education, Parent Representative, church, games night, dance classes, exercise classes, Saturday movies, Christmas program, after-school program, fashion show, grandchildren's activities, city's birthday, book launching, assemblies, concerts, school patrol, computer program, teacher night, Beavers, Cubs, basketball, LCC.
Peer Group Interaction	Cubs, Guides, Parent Advisory Council, assemblies, bakes sales.	volunteers, Craft Sale, field trips, committees, sleep-over, Christmas concerts, volleyball, after-school activities, night classes, church, sports, student teachers, Fishing Derby, exercise classes, Friday AM, "Mothers Helpers", Cubs, basketball, concerts.
<u>Exo</u>		
Service Agency Interaction	LCC speech lessons, Beavers, for learning disabilities, polling booth, getting help for field trips, Safeway.	Bowman Arts Center, library, Community Services, Helen Schuler Nature Center, Turbo, Super Sam, banks, fund raising activities, U. of L. pool, merchants donating goods for special occasions, church, out-of-school program, Lethbridge Health Unit, lunch program, Beavers, Cubs, LCC, baseball.
Informal Social Network	local service station, stores, neighbor, ECS parents, co-workers, friend, local business people.	dancing class, choir, neighbors, teachers, parents, people from work, in-laws, promoting attendance, other mothers, sports parents, committee members, volunteers casual acquaintances.

Macro system		
Local Political Network	letter to MP regarding aide funding for my child, complained to local MLA, voting, polling both volunteer.	letter writing to MLA's and Education Minister, talked with MLA, signing petition, voting attended meeting with MP.

Citizens' Community Forums. On February 29, 1988, six adult members of the Park Meadows Elementary School boundary area attended a community forum held in the gymnasium of the school. Topics discussed were activities directly related to the school program that focused on parent volunteers as supervisors of field trips, classroom instructors and aides, school newsletters, parenting instruction and baby-sitting courses for teenagers. They also discussed the involvement of parents in raising money to support various school activities. Forum participants described other activities provided at the Park Meadows school building which included Boy Scouts, Cubs, Beavers, Guides, YMCA adult recreation activities and Health Unit clinics. The members of the community expressed satisfaction with services provided at the school site but hoped that additional courses for parents could be organized.

On March 1, 1988, sixteen adult members of the Nicholas Sheran Community School boundary area met at a forum to discuss their involvement with the school and other issues pertaining to the operation of the programs. The participants at the forum included parents, community members and school officials and each participant was asked to describe how they got involved with the various activities offered at the school. Topics discussed included parental involvement in the total school program as school volunteers, families, course takers, recreation participants, etc. They also described their role in influencing relatives, friends and families to attend programs offered at the school. The school coordinates the services and activities of twenty-seven non-profit organizations and service agencies that operate programs at the school.

Table 11
Type of Community Forum Responses 1988

	Park Meadows Elementary School	Nicholas Sheran Community School
Micro system		
Participation	in organizing youth programs, booking school after hours for user groups, Parent Advisory Council, field trips, ECS LAC, parent aide, babysitting course, newsletter.	school programs, ECS aide, after-school program, ECS LAC, Community School programs, steering committee, classroom aide,curriculum coordinator, church child co-op, administrator, adult programs, evening course, Community School Advisory Council

Role	partner, volunteer, helper, advisor, educational donor.	coordinator, participant, supporter, volunteer, administrator, attendee, advisor, decision-maker, recruiting.
Meso system		
Family Interaction	classroom, Cubs, Beavers.	floor hockey, co-op, Beavers, basketball, snack days, church, YBC, fitness, gymnastics, classroom, evening classes, conferences, Parent Representative Committee, clubs, after-school & Saturday programs, snack days, field trips, university classes.
Peer Group Interaction	other parents, staff, relatives.	with friends and neighbors and school classes, collect bottle caps, functions, fitness classes, school and university classes, Saturday movies, foreign visitors, after school programs.
Exo system		
Service Agency Network	Scouts, Guides, YMCA adult groups, City police, City of Lethbridge, Recreation Department, Beavers, Cubs, Health Unit, Toronto Conservatory.	27 service agencies
Informal Social Network	staff, YMCA members.	most personnel from above.
Macro system		
Local Political Network	City Council, School Board, MLA, Premier, trustees, school administration board.	Chief of City Police, School Board, provincial government members, City Council members, MLA's, trustees, alderman, Superintendent of Schools.

CONCLUSIONS

Impact on Citizens' Attitudes: The data indicates there were significant differences between the attitudes of the total populations of the schools on the Meso, Exo and Macro (diagram 1) variables and no significant differences between the populations of the schools on the Micro variables. This indicates that the relationships of citizens and the schools with peer groups and in neighborhoods and communities is dissimilar. Nicholas Sheran Community School has a mandate to develop processes and programs outside the school setting and this data indicates the school is fulfilling this objective and that the Community School process impacts citizens' lives and thus their attitudes.

Statistical information demonstrates that within the Meso setting a dissimilarity between the schools begins and continues within the Exo and Macro settings suggesting that the Nicholas Sheran Community School

is functioning at the community development, i.e. community self-actualization level. This finding, further illustrated by the case study and citizens' community forum self-report data, indicated that involvement at Nicholas Sheran Community School was more divergent and participatory than at Park Meadows.

A similarity between the two schools citizens' attitudes at the Micro (school) setting was disappointing and could support the following conclusions:

* the Community School process impacts citizens' attitudes first in the settings with which they are the most familiar and comfortable, and/or

* the Community School process tends to develop programs for citizens' first for the neighborhood and community and not the school or home, thus it is natural that attitudes would be first impacted on these variables.

Impact on Subgroup Residents' Attitudes: When considering only the residents, significant differences did not occur until the Nicholas Sheran Community School process reached out to the Exo and Macro settings which included the informal neighborhood social network, service agency network and local political system. This suggests that residents develop linkages and relationships with the Community School process in the ecological community areas farthest from the actual school setting. The Community School process undoubtedly provides paths for making these linkages and relationships and thus enhances residents abilities to participate in democratic endeavors. It is unclear though why these paths do not also facilitate, for residents, linkages and relationships that involve the actual school settings, homes and neighborhoods.

Impact on Subgroup School Personnels' Attitudes: The data indicates that school personnel are very similar in their attitudes on all the research variables. The implementation of Community School processes seemed to have little impact on changing how school personnel at Nicholas Sheran Community School view their roles and participation within the school setting, and relationships with homes, neighborhoods, service agencies and the local political system. This finding points to a tremendous need for preservice and inservice school personnel development about Community Education and specifically Community Schools.

Impact on Subgroup Service Agency Personnels' Attitudes: There was a significant difference between the attitudes of the two groups of service agency personnel. This finding probably indicates the effort of Community School "programming" to involve more service agencies than traditional schools.

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